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ABSTRACT

The summer 1986 High School Preparation for Raising Educational Performance (PREP) program (in its third year of operation at 25 New York City high schools) included for the second year an English as a second language (ESL) component. Designed to help students who had recently immigrated develop the English language listening, speaking, reading, and writing skills needed for success in the mainstream, it also introduces them to high school requirements and expectations. An innovative aspect of the program was the teaching of ESL and basic skills within the context of specific themes that were also integrated with school-wide activities. This evaluation covers the following: (1) program description; (2) student and staff characteristics; (3) program implementation; (4) results of the student attitude questionnaire; and (5) conclusions and recommendations. The appendix provides a copy of the student questionnaire. According to the evaluation, the ESL component was well-organized, students appeared to enjoy the program and learn a great deal, and staff members appeared to be committed and dynamic. Overall the summer PREP program's policy of integrating ESL students with mainstream students during trips, at lunch and, at times, in content-area classes, seemed to work well. (PS)

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1986 SUMMER PREP PROGRAM

E.S.L. COMPONENT

# OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: 56-64270

# 1986 SUMMER PREP PROGRAM

## E.S.L. COMPONENT

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## A SUMMARY OF THE REPORT

The Summer 1986 High School Preparation for Raising Educational Performance (PREP) Program (in its third year of operation) included for the second year an English as a second language (E.S.L.) component designed to help students who had recently immigrated develop the English-language listening, speaking, reading, and writing skills needed for success in the mainstream and to introduce them to high school requirements and expectations. Funding for the E.S.L. component was provided by the Emergency Immigrant Education Assistance Program and was offered to all newly arrived immigrant students of limited English proficiency (LEP), as well as to LEP students who were already enrolled in a high school bilingual or E.S.L. program.

An innovative feature of the program was the teaching of E.S.L. and basic skills within the context of specific themes that were also integrated with school-wide activities. Additional components of Summer PREP included theme-related field trips and guidance counseling.

In addition to including an E.S.L. component, the 1986 Summer PREP Program made several modifications to improve its overall organization, services to students, and goal attainment. These modifications were based on the Office of Educational Assessment's 1985 evaluation report. Changes included communicating with feeder junior high schools to facilitate enrollment, hiring bilingual guidance counselors for sites with large numbers of LEP students, and attempting to relate field trips to the educational themes employed at individual schools.

The results of the evaluation indicate that the E.S.L. component was well organized; that students appeared to enjoy the program and learn a great deal; and staff members appeared to be committed and dynamic.

The results of a 20-item questionnaire used to assess students' attitudes toward the program revealed that:

-- The majority of students ranked the E.S.L. classes, trips, and computer classes, respectively, as the activities from which they had learned the most.

-- Students reported they had learned less from talking to counselors and finding out about life in other countries.

-- Twenty-eight percent of the students who responded reported never having met with a guidance counselor.

The following recommendations are offered to improve the program's services in the future:

-- Increasing the involvement of Chapter I E.S.L. coordinators and teachers in recruitment;

-- Recruiting students earlier in the school year;

-- Assigning itinerant bilingual guidance counselors to serve sites without sufficient numbers of LEP students to warrant an on-site bilingual counselor;

-- Determining students' English proficiency before classes begin;

-- Informing sites of their participation in the E.S.L. program earlier in the school year;

-- Taking a more active role in publicizing the Summer PREP program among parents;

-- Including day-care facilities at the parent centers;

-- Holding field trips in the afternoon so as not to decrease instructional time; and

-- Reinstating the four-hour day for teachers.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Maria Grazia Asselle, Philip Kasinitz, Grace I. Friedman, and Margaret H. Scorza were members of the evaluation team who visited the sites to interview staff and observe classes. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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# I. INTRODUCTION

The English as a second language (E.S.L.) component of the 1986 Summer High School Preparation for Raising Educational Performance (PREP) Program is in its second year of operation. Funding for the E.S.L. component was provided by the Emergency Immigrant Education Assistance Program (E.I.E.A.P.). The E.S.L. component was designed to help students of limited English proficiency (LEP) develop the listening, speaking, reading, and writing skills in English needed for success in the mainstream; to facilitate their acclimation to the United States; to help them explore career options; and to promote cross-cultural understanding. The funds were allocated to the 25 high schools in Summer PREP with the largest numbers of immigrant LEP students. Seven fewer schools were included in the E.S.L. component this year than last year to facilitate coordination of services.

The E.S.L. component of the 1986 program consisted of three-hour sessions devoted to basic skills instruction that was linked to specific academic or practical themes. One morning a week was devoted to theme-related trips to cultural events, historical sites, and career-related sites. Curricular planning and staff training took place once a week in the afternoon.

## EVALUATION: SCOPE AND PROCEDURES

This report describes and evaluates the organization and staffing, student characteristics, staff characteristics, and implementation of the E.S.L. component of the 1986 Summer PREP Program based on the visits of a five-member evaluation team to 20 of the 25 schools. During these visits,

classrooms were observed and staff members interviewed to get an overview and supervisors were interviewed on specific aspects of program organization and implementation, and on student enrollment statistics. They were also asked to evaluate how effective the program was in realizing its stated goals and objectives.

In addition, teachers at the 20 schools and the 11 bilingual guidance counselors assigned to them were asked whether the program was accomplishing its instructional and non-instructional objectives, whether students' linguistic, academic, and personal needs were being met, and in what ways the staff had contributed to the program's successful implementation. These interviews also sought recommendations for improving the delivery of services to students next year. Bilingual educational assistants at the sites were asked their impressions of the program's overall success.

Finally, an evaluation questionnaire (see Appendix A) was administered to all participating students at the program's conclusion. They also were interviewed informally during site visits.

## II. PROGRAM DESCRIPTION

### GOALS AND OBJECTIVES

#### Instructional Objectives

The E.S.L. component's major goal was to teach English to newly-arrived immigrant students. Introducing LEP students to high school requirements and expectations, and encouraging their full participation in high school activities were additional goals. The use of "themes" (e.g., fine arts, advertising, photography, "the world of work") in a hands-on instructional approach was emphasized throughout. At some schools, especially at the sites with large enrollments, themes varied with English-language ability. For example, at Louis D. Brandeis High School in Manhattan, the "I Love New York" theme, which dealt with the resources and opportunities of the city, was used for new arrivals, while more advanced students learned about careers through "the world of work" theme. In Queens, beginning students at Newtown High School received instruction in basic English and survival skills; more advanced students were taught computer skills and given career information.

As part of its overall focus in 1986, Summer PREP emphasized improving students' writing skills. Accordingly, in all of its activities, the E.S.L. component devoted increased attention to writing. At most sites, beginning level students were asked to write paragraphs, short compositions, and poems; more advanced students wrote plays, autobiographies, and reviews of field trips.

Non-Instructional Objectives

The non-instructional objectives of the E.S.L. component included personal guidance and counseling, career advisement and orientation, and staff training.

The four E.S.L.-component sites with the largest numbers of LEP students were chosen to host Parent Centers to provide parents with E.S.L. instruction and a place to discuss their difficulties in adapting to a new culture. The problems of raising children in a new environment were given special emphasis, and a counselor regularly visited these centers. Sites without parent centers continued following last year's format, which consisted of one or two activities designed to stimulate parental participation.

ORGANIZATION AND STAFFING

The E.S.L. component of the 1986 Summer PREP Program followed the organizational structure that had been proposed to the funding agency. (The organization of the program is delineated in Figure 1.)

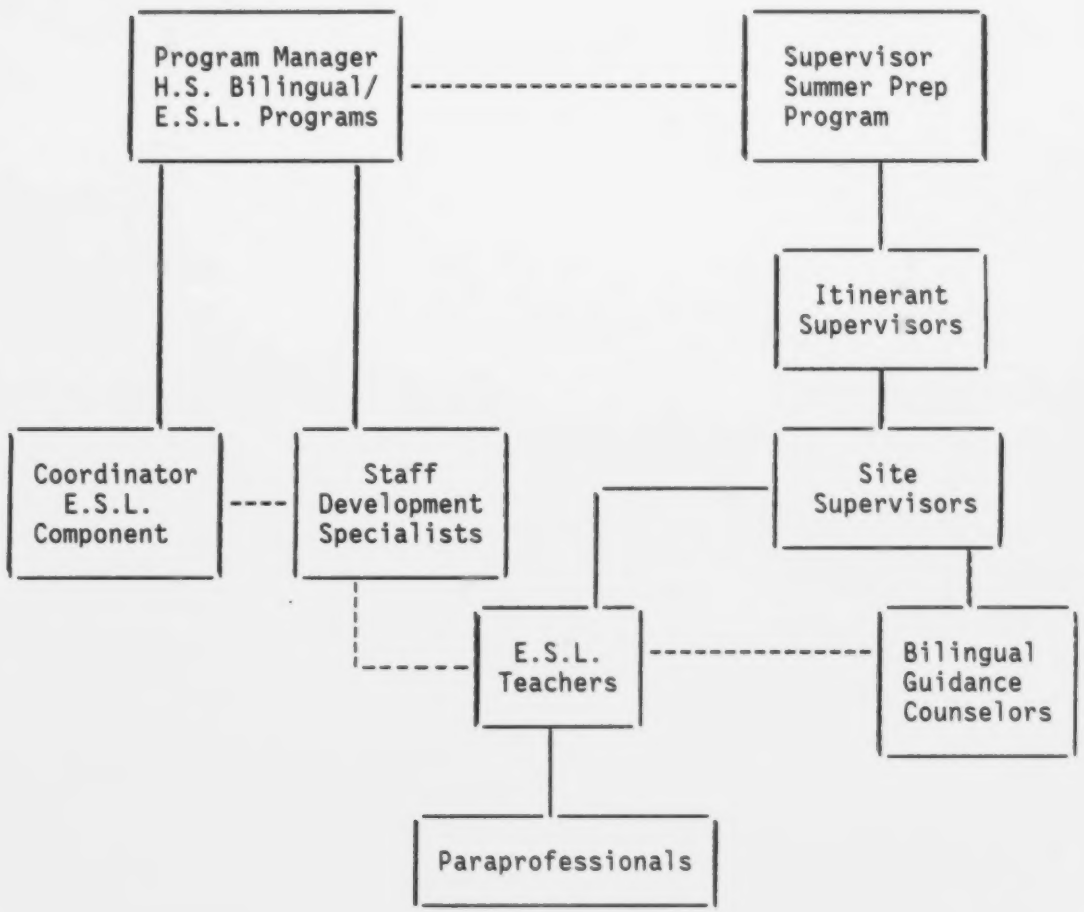
Central Staff

The E.S.L. component's central staff included the coordinator and seven staff development specialists.

Coordinator. A central coordinator, directed by the supervisor of the High School Office of Funded Programs, managed all program activities. The coordinator monitored the quality of E.S.L. instruction, ensured that each site supervisor provided teachers with necessary materials and supplies, worked with site supervisors on schedules for staff development

FIGURE 1

Organization of the E.S.L. Component of the
1986 Summer PREP Program




_____ Supervision

---------- Collaboration and Communication

specialists, oversaw and certified the per-session payroll, and supervised the distribution of subway and bus tokens to students.

Staff Development Specialists. Seven staff development specialists worked directly with the teaching staff. During their weekly on-site visits, they provided individualized training in classroom visits and conferences, led group workshops on teaching methods and instructional materials, and served as consultants to the site supervisors on staff needs and E.S.L. instruction. They also served as a link between the central administration and the schools.

School Staff

The school-based staff for the E.S.L. component were 11 bilingual guidance counselors, 80 teachers, and 87 bilingual educational assistants, who were supervised by the 25 site supervisors at the participating schools. Student mentors were also assigned frequently to E.S.L. classes by the site supervisors.

Site Supervisors. Site supervisors directed the daily activities of the Summer PREP program, which consisted of mainstream, special education, and E.S.L. components. They were also responsible for recruiting students, programming students and staff, distributing tokens and other materials, making classroom observations, and submitting payrolls.

Teachers. Teachers were responsible for the morning E.S.L. sessions and supervising school-based activities and trips. They participated in afternoon in-service workshops conducted by staff development specialists or site supervisors and worked with site supervisors to develop lesson plans. When the need arose, they referred students to guidance counselors. They also made recommendations for the E.S.L. placement of students who

would be attending the same school in the fall as they did for the summer program.

Bilingual Educational Assistants. The bilingual educational assistants provided individualized classroom assistance, served as translators during trips, and, in general, facilitated the students' participation in program activities.

Student Mentors. Although the E.I.E.A.P. did not provide funds for hiring mentors, site supervisors normally assigned a Summer PREP mentor to E.S.L. classrooms that lacked bilingual educational assistants. As a rule, mentors were upper-term former E.S.L. students. Their duties were almost identical to those of the bilingual educational assistants; they also served as positive role models for newly-arrived students.

Guidance Counselors. The guidance program was designed to ease students' entrance into a new and sometimes threatening environment. In addition to providing factual information on graduation requirements, course offerings, and extracurricular activities, guidance counselors familiarized students with academic and social standards. They also identified students who had personal problems for follow-up during the regular school year and made recommendations for E.S.L. placement in the fall.

Eleven schools received allocations for, and hired, licensed bilingual guidance counselors. These counselors were assigned to the schools that had the largest numbers of immigrant students. They conducted both individual meetings and large- and small-group sessions. They placed particular emphasis on graduation requirements, behavior codes, and ways of relating to teachers and peers. Although counselors occasionally discussed

students' more personal problems, the program's short duration generally precluded personal counseling.

Counselors were responsible for the placement of students after they had enrolled. They also assisted site supervisors with administrative matters, including the monitoring of attendance. Students with poor attendance records were usually contacted by the guidance counselor at home; habitual absentees were dropped from the program.

## III. STUDENT CHARACTERISTICS

The E.S.L. component served 2,452 students, of whom 1,895 (77 percent) answered a 20-item questionnaire. Nine of the items provided background information; the remaining eleven items assessed students' attitudes toward the program. (Attitude findings are presented in Chapter V.)

The schools participating in the E.S.L. component served students of markedly different national, cultural, linguistic, and educational backgrounds. Program students were concentrated in nine schools. Their combined total of 1,384 represents 74 percent of the total number (1,895) of students for whom data were available. One of these schools, Seward Park, served nearly one-quarter of the program population. The remaining 511 program students were distributed throughout the rest of the 16 schools participating in the program. Table 1 presents the schools with the largest number of program students.

When the number of students in Chapter I E.S.L. programs at each school in the spring of 1986 is compared to the number of students at those schools in the summer, the discrepancies for some schools demonstrate that recruitment efforts must be improved for some sites. For example, George Washington High School had 800 students in spring Chapter I E.S.L. classes, yet recruited only 75 for the summer. John F. Kennedy, with 623 Chapter I E.S.L. students, recruited only 51. By contrast, Seward Park, with 582 Chapter I E.S.L. students, recruited 415, and Newtown, with 382 Chapter I E.S.L. students, recruited 277.

A breakdown of students' countries of birth indicated that 32 percent (588) were born in China, 16 percent (287) were born in the Dominican Republic, and 7 percent (126) were born in Haiti. Countries comprising one

to five percent of the population were Ecuador, Vietnam, Taiwan, Korea, Colombia, El Salvador, Puerto Rico, and the United States. The remaining 17 percent of the students were born in other Central and South American countries, Europe, Africa, other Asian countries, and the Middle East. Table 2 presents the number and percentage of students by country of birth.

Languages represented include Spanish (40 percent), Cantonese and Mandarin (36 percent), Haitian Creole and French (six percent), Korean (four percent), Vietnamese (three percent), and English (one percent). The remaining 10 percent spoke "other" foreign languages.

There was a great deal of linguistic variability among students. Most new arrivals spoke virtually no English, while students from feeder junior high schools were verbally proficient but had poor reading and writing skills and did not score above the twentieth percentile on the Language Assessment Battery (LAB) test. Most students were at beginning or intermediate E.S.L. levels.

At most of the sites that were visited by the evaluation team, students met the requirements for eligibility set forth in the funding proposal (less than five years' residency in the United States). Fifty-five percent were recent arrivals (less than six months). Seventy-three percent were here less than two years, and another 18 percent had been living here three to five years. Students' average mean residence in the United States was 1.9 years.

TABLE 1

Number and Percent
of E.S.L. Component Students by School

| School | Number | Percent* |
|---|---|---|
| Seward Park | 415 | 22 |
| Newtown | 277 | 15 |
| Louis D. Brandeis | 139 | 7 |
| Long Island City | 126 | 7 |
| Theodore Roosevelt | 115 | 6 |
| John Bowne | 87 | 5 |
| Eastern District | 77 | 4 |
| George Washington | 75 | 4 |
| James Madison | 73 | 4 |
| John F. Kennedy | 51 | 3 |
| Lafayette | 51 | 3 |
| George Wingate | 48 | 3 |
| Walton | 43 | 2 |
| John Dewey | 40 | 2 |
| Franklin K. Lane | 34 | 2 |
| James Monroe | 32 | 2 |
| Morris | 31 | 2 |
| Christopher Columbus | 30 | 2 |
| Adlai Stevenson | 26 | 1 |
| Park West | 26 | 1 |
| John Jay | 22 | 1 |
| Prospect Heights | 20 | 1 |
| Julia Richman | 20 | 1 |
| East New York | 18 | 1 |
| TOTAL | 1,876** | 99 |

*Percentages are based on the available data (1,876 students).
**Data were missing for 19 students.

TABLE 2

Number and Percent of E.S.L. Component
Students by Country of Birth

| Country of Birth | Number | Percent* |
|---|---|---|
| China | 588 | 32 |
| Dominican Republic | 287 | 16 |
| Haiti | 126 | 7 |
| Ecuador | 96 | 5 |
| Vietnam | 74 | 4 |
| Taiwan | 68 | 4 |
| Korea | 66 | 4 |
| Colombia | 62 | 3 |
| El Salvador | 60 | 3 |
| Puerto Rico | 57 | 3 |
| United States | 46 | 2 |
| Honduras | 37 | 2 |
| Hong Kong | 28 | 2 |
| Nicaragua | 20 | 1 |
| Cambodia | 16 | 1 |
| Mexico | 14 | 1 |
| Other: (Country Not Specified) | | |
| Central and South America | 92 | 5 |
| Asia | 54 | 3 |
| Middle East | 25 | 2 |
| Europe | 12 | ** |
| Africa | 7 | ** |
| TOTAL | 1,835 | 100 |

*Percentages are based on the available data (1,835 students). Data were missing for 60 students.
**Less than one percent.

## ACADEMIC BACKGROUND AND AGE

Students' academic backgrounds varied considerably. Thirty-seven percent of the students reported to be entering the ninth grade; 35 percent, the tenth grade; 13 percent, the eleventh grade; and three percent, the twelfth grade. Ninety-five percent of the 1,720 students for whom data were available were between the ages of 14 and 17, and their average age was 15.8.

The majority of staff members indicated that students' English-language listening, speaking, reading, and writing skills were extremely limited because they had arrived in the United States relatively recently. Students had had an average of 1.9 years of schooling in the United States, of which 1.5 years were in bilingual education programs. The average number of years of schooling outside the United States, for students who provided this information, was 7.1 years.

## SOCIAL AND CULTURAL ACCLIMATION

Guidance counselors and teachers pointed out that the most recently-arrived students needed a great deal of assistance in adjusting to the United States and New York City. They reported various problems of adjustment and acculturation. For instance, a teacher at Eastern District High School in Brooklyn reported that one student refused to eat the school lunch on the first day unless a teacher tasted it first. All staff members agreed that the field trips were helpful because they provided exposure to mainstream society. Students also needed information about the high school system (e.g., about the credit and subject-distribution requirements for graduation), career counseling, and basic survival skills (finding the

nearest post office, what to do in case of an emergency, and how to contact social welfare agencies).

Staff members' also noted the reluctance of some Asian students to participate in classroom activities because they had been taught that remaining silent in class was a sign of respect for teachers.

Overall, the Summer PREP Program's policy of integrating E.S.L. students with mainstream students seemed to work well. At most sites, LEP and mainstream students were integrated during trips, at lunch, and, at times, in content-area classes. There were excepticns, however. At Julia Richman High School, in Manhattan, the LEP students reportedly resisted integration with mainstream students. Similarly, at some of the smaller sites, E.S.L. students tended to segregate themselves from English-speaking students.

## IV. STAFF CHARACTERISTICS

### EXPERIENCE

#### Staff Development Specialists

The seven staff development specialists were certified E.S.L. teachers and had master's degrees. Their extensive experience in E.S.L. allowed them to address the problems and concerns of the E.S.L. teachers quite easily.

#### Site Supervisors

All site supervisors were certified as administrators and had served as assistant principals or principals during the regular school year. None were certified as E.S.L. teachers. Site supervisors had master's degrees in a variety of fields, were certified in administration and supervision, and had served in this capacity in schools throughout the city. They also had prior experience as Summer PREP Program administrators. Their exposure to E.S.L. teaching methodology ranged from scanty to extensive.

#### Guidance Counselors

All the guidance counselors had prior experience in the public school system. All held master's degrees in guidance and counseling and appeared to be fully aware of the needs of students. They were bilingual in English and one of the following languages: Spanish, French, Haitian Creole, or Chinese (usually Mandarin).

#### Teachers

Not all teachers in the E.S.L. component were licensed in E.S.L.; some were licensed in content areas such as mathematics, English, social

studies, and Spanish. They were hired partly because of the Board of Education's retention system, which gave priority to teachers who had worked satisfactorily for two consecutive summers. In addition, some supervisors insisted upon hiring Summer PREP teachers from their in-house staff. In defense of this practice, one supervisor stated that he preferred to hire non-licensed staff from his own school because he knew they had practical experience with E.S.L. students.

According to the evaluation team, some schools had to tailor their E.S.L. programs to the level of expertise of some of the non-licensed E.S.L. teachers. Although in at least one reported case this practice proved beneficial (the physical education teacher had the E.S.L. students learn and act out sports-related vocabulary), overall, staff development specialists seemed to spend more time training inexperienced teachers in elementary E.S.L. teaching techniques than in helping experienced teachers improve their methods.

Educational Assistants

The educational backgrounds of the bilingual educational assistants also varied. Some had graduated from or were attending college, while others had high school diplomas. However, most were quite experienced and generally had performed the same duties during the school year. One paraprofessional, who had been a nursery school teacher in her native country, was assigned to an improvised day-care center for parents attending the Parent Center. The bilingual educational assistants were required to speak English and one of the students' native languages. Their past work experience was another factor that was taken into consideration in determining

their suitability for employment in the program. All the paraprofessionals who were interviewed were native speakers of the students' languages.

## V. PROGRAM IMPLEMENTATION

Participating schools followed a more-or-less uniform method of recruiting students. In June, site supervisors sent letters to principals and guidance counselors at public and non-public feeder schools. These letters introduced the program and highlighted its theme component and other special features. Most schools also sent letters of introduction to parents of graduating junior high school students. Some schools also used personal visits to feeder schools to introduce their programs; others encouraged E.S.L. and mainstream teachers to serve as recruiters. The evaluation team learned that several of the smaller sites had enrolled fewer students in the program than expected. As a result, many E.S.L. teaching positions had to be eliminated.

### INSTRUCTIONAL COMPONENT

A number of E.S.L. instructional techniques were employed. Some teachers emphasized drills, vocabulary building, guided written assignments, and other traditional practices. Other teachers used more creative and innovative techniques. For example, a math teacher at Brandeis used store coupons to teach mathematical concepts and to introduce the American shopping system. At many sites, students received at least one period daily of math taught with E.S.L. methodology, because most were weak in this area.

Schools that divided their three-hour morning E.S.L. sessions into four periods offered theme-related electives for two periods per day. Schools with large enrollments of E.S.L. students (Newtown, Theodore Roosevelt, and George Washington) taught these courses in an E.S.L. format.

Schools with smaller numbers of E.S.L. students combined E.S.L. with mainstream students. Subjects of these elective courses included typing, journalism, ceramics, cosmetology, swimming, chorus, computer science, and electronics. For the most part, schools that used this system relied on bilingual paraprofessionals and student mentors to assist beginning students.

Generally, students were assigned to one of three E.S.L. groups -- beginning, intermediate, advanced -- depending on their level of English proficiency. (Most were at the beginning or intermediate level.) However, schools with small enrollments (e.g., Julia Richman) placed all LEP students together, irrespective of their level of English proficiency.

Observers found that E.S.L. instruction was well-integrated with the field trips. Teachers usually gave several background lessons to prepare students for these trips. There were also post-trip activities, including written assignments and class discussions. Site supervisors required teachers to keep a record of all these activities.

The evaluation team observed a number of classes that were engaged in trip preparation and review. At John Dewey High School, in Brooklyn, the beginning E.S.L. class was discussing the previous day's trip to the play A Chorus Line. The teacher asked students to describe and repeat out loud the names of the activities that had taken place during the performance, e.g., tap dancing, singing, acting. The teacher then wrote the students' responses on the chalkboard.

Many creative techniques were used to relate E.S.L. lessons to the theme(s) used by a particular site. At George Washington, where the themes were "the world of business" and "the performing arts," E.S.L. students

were integrated with mainstream students in journalism and drama. These two themes were combined by having the students use word processors to write plays and translate them into Spanish.

At John Dewey, which had "the Olympics" as its theme, the E.S.L. math teacher used sports statistics to teach mathematical concepts and distributed hand-outs on sports personalities to encourage reading.

Both student mentors and bilingual educational assistants contributed significantly to the E.S.L. component. The student mentors were dynamic and involved, and communicated well with peers.

## NON-INSTRUCTIONAL COMPONENT

### Guidance and Counseling

Guidance and counseling activities were designed to introduce students to high school life. Sites with large numbers of LEP students (e.g., Seward Park, Eastern District, Long Island City) held group sessions on such topics as graduation requirements, school regulations, courses of study, college applications, and financial aid.

Because of Summer PREP's short duration, guidance counselors could not become acquainted with the students on an individual basis, so personal counseling was rare. Smaller sites, such as Julia Richman and Park West, did not even have bilingual guidance counselors. Instead, they provided guidance and counseling on an as-needed basis. (As a rule, monolingual guidance counselors used student mentors as translators.)

Even with the language barrier between E.S.L. students and monolingual counselors, some counselors managed to conduct group guidance sessions. A member of the evaluation team observed a group session for 18 E.S.L. students at George Wingate High School in Brooklyn. The counselor paired

students who understood little English with more fluent ones who were asked to translate the more important parts of his presentation.

Field Trips

All the students reacted positively to the trips, and all the staff members who were interviewed pointed out that the trips provided students an opportunity to learn about city life and mainstream culture. The trips also allowed LEP students to interact with mainstream students. These weekly trips included Broadway plays, and visits to the Bronx Zoo, the Planetarium, and various historical sites.

Site supervisors suggested that staff members maintain records on pre- and post-trip activities. Although many of the class lessons that were observed were based on trips, teachers at several sites told evaluation team members that last-minute announcements of some trips made it impossible to adequately prepare students.

Staff Development

At weekly afternoon sessions, all staff members at the site met to discuss the program's operation and to listen to presentations by the itinerant site supervisor, writing skills trainer, and the staff development specialist. Announcements from the central office were also made at this time; E.S.L. materials were distributed; and all staff members were given a chance to exchange ideas on how to improve instruction. Site supervisors frequently asked specialists to assist inexperienced teachers on an individual basis.

Staff development specialists contributed significantly to the program's smooth functioning. Their expertise and access to a variety of

materials were essential to E.S.L. staff members. Even experienced teachers stated that the specialists were a valuable resource. However, some of the staff development specialists expressed dissatisfaction with the short time that had been allotted to them to carry out a wide range of responsibilities.

Parent Participation

Members of the evaluation team found that parental participation in the program and at the Parent Centers was inconsistent across sites. For example, only 11 parents enrolled in the Parent Center at Eastern District. The site supervisor blamed the low enrollment on the central office's weak recruitment and publicizing efforts, and the counselor's infrequent visits to his site. On the other hand, 85 parents were registered at Newtown. These parents attended four E.S.L. classes, and counselor-led group sessions on high school programs, graduation requirements, career and college opportunities, and community resources. This Parent Center also had a day-care center that housed about 20 preschool children.

Schools that did not have Parent Centers held only one or two parent days, during which parents met with teachers in a group as well as individually. Other programs (e.g., George Wingate) planned more organized parent days, including classroom observations; discussions with teachers, counselors, and supervisors; and question-and-answer periods.

NEEDS

Site supervisors reportedly found it difficult to perform all their required administrative duties. Many stated that these bureaucratic responsibilities alone were enough to keep them busy for most of the day.

Some said they needed more time to visit classrooms because the supervision and distribution of tokens, in particular, seemed to take up a disproportionately large amount of their classroom time. However, some supervisors had enough assistance to permit them to participate in creative activities, such as publishing "mini-magazines" on their sites' activities and accomplishments, and distributing reference materials to teachers.

Overall, staff members agreed that the elimination of afternoon activities (which had been held in previous summers) had not created serious problems, except for the trip component. Teachers pointed out that holding the trips in the morning cut into valuable instructional time. In addition, some staff members felt that more field trips to local sites, such as supermarkets, gas stations, and libraries, should be held to familiarize students with their own neighborhoods.

Teachers also reported that the process of placing students in the program should be improved. Some new arrivals were placed in classes with students who had already taken E.S.L. during the school year. As a result, valuable class time was used to make evaluations and necessary programming changes based on them. This problem was especially prevalent at sites with large numbers of students (e.g., George Washington, Seward Park, Newtown) because there were many walk-ins on the program's first day.

Evaluators also observed that classroom materials were lacking. Even when staff development specialists and teachers ordered materials as soon as the Summer PREP schedule permitted them to, materials were not delivered on time. This problem was widespread, but it was especially felt at the sites at which the staff had come from other schools and so could not borrow against their own supplies. The staff development specialists

attempted to cope with this problem by providing teachers with materials during the staff training sessions; however, in many cases this procedure reduced the amount of time available for staff development and placed an additional burden on staff development specialists who already were overburdened.

Reinstating the four-hour day for teachers was a very important need that was identified by the evaluation team. According to the site supervisors, during the program's first week teachers were told they would be paid only for a three-hour day.

## VI. RESULTS OF THE STUDENT ATTITUDE QUESTIONNAIRE

A 20-item questionnaire designed to assess students' attitudes toward classes, trips, and counseling was administered to participants during the program's final week. (See Appendix A.) As part of the questionnaire, students were asked to rank nine activities of Summer PREP's E.S.L. component in which they had participated according to how much they had learned from them.

Table 3 presents the average ranking for each activity (on a scale of one to nine). The majority of students ranked the E.S.L. classes, trips, and computer classes, respectively, as the activities from which they had learned the most. Math classes, learning about life in the United States, requirements for high school, and job/career information were also ranked highly. Relative to these activities, students reported they had learned less from talking to counselors and finding out about life in other countries.

At least 14 times as many students indicated that they had learned the most from E.S.L. classes by ranking it 1, 2, or 3 as indicated they had learned the least from these activities by ranking it 7, 8, or 9 (see Table 4). Eight times as many students indicated they had learned the most from trips as indicated they had learned the least, and three times as many students indicated they had learned the most about computers and life in the U.S. as indicated they had learned the least. About twice as many students reported they had learned the most about high school requirements, math, and career information, as indicated they had learned the least. Opinions about the counseling component and learning about life in other countries were evenly split. Overall, more students indicated that they

had learned a great deal from the components of the program than indicated they had not, suggesting that E.S.L. Summer PREP was a positive experience for students.

Table 4 presents, for each activity, the number and percentage of students who rated it the most informative and the number and percentage of students who rated it the least. The numbers indicate that not every student ranked every component.

TABLE 3

Student Rankings of E.S.L. Activities

| Component | Number of Students Providing Rankings | Ranking | |
|---|---|---|---|
| | | Mean* | Standard Deviation |
| E.S.L. Classes | 1,609 | 2.3 | 1.9 |
| Trips | 1,572 | 2.9 | 2.1 |
| Computer Classes | 1,179 | 3.4 | 2.7 |
| Math Classes | 1,087 | 3.9 | 2.9 |
| Life in U.S. | 1,236 | 4.0 | 2.3 |
| High School Requirements | 1,195 | 4.1 | 2.3 |
| Job/Career Requirements | 1,029 | 4.2 | 2.5 |
| Talking to Counselors | 930 | 4.7 | 3.0 |
| Life in Other Countries | 942 | 5.3 | 2.8 |

*On a scale of one to nine.

TABLE 4

Students Ranking Each E.S.L. Activity*

| Component | Number of Students Ranking the Component | Percent Ranking the Component | Percent Ranking the component as 1, 2, or 3 % | Percent Ranking the component as 1, 2, or 3 N** | Percent Ranking the component as 7, 8, or 9 % | Percent Ranking the component as 7, 8, or 9 N** |
|---|---|---|---|---|---|---|
| E.S.L. Classes | 1,609 | 85 | 81.9 | 1,317 | 5.7 | 92 |
| Trips | 1,572 | 83 | 73.6 | 1,155 | 8.7 | 138 |
| Computer Classes | 1,179 | 62 | 61.1 | 720 | 18.3 | 215 |
| Math Classes | 1,087 | 57 | 54.7 | 595 | 24.7 | 269 |
| Life in U.S. | 1,236 | 65 | 46.5 | 575 | 16.7 | 207 |
| Job/Career Requirements | 1,029 | 54 | 45.3 | 466 | 21.4 | 220 |
| High School Requirements | 1,195 | 63 | 41.3 | 493 | 16.6 | 199 |
| Talking to Counselors | 930 | 49 | 36.3 | 338 | 34.4 | 320 |
| Life in Other Countries | 942 | 50 | 25.7 | 241 | 40.6 | 382 |

*There were a total of 1,895 students.

**Numbers represent number of those ranking each component.

## COUNSELING COMPONENT

Although many students felt that the counseling component was highly valuable, the distribution of rankings for this component was more variable than most other components, indicating less of agreement among students on the value of the component. Of the 930 students who rated this questionnaire item, 36.3 percent reported that of all the E.S.L. component's activities, talking to their counselor was one of the three most informative. However, 34.4 percent reported that, compared with the other activities, talking to their counselor ranked as one of the three least informative.

Although this was an important part of the E.S.L. component, 28 percent (490) of the students reported never having met with a counselor during summer school. Of the remaining 1,274 students, 24 percent (423) reported to have had one counseling session and 27 percent (477) to have had two. Only 21 percent (374) reported having met with a counselor three or more times.

Forty-three percent (817) of the students reported that counselors spoke their native language, but 43 percent (813) reported that the counselors did not. Perhaps this language barrier explains why some students did not feel they had learned a great deal from the counseling sessions.

## VIII. CONCLUSIONS AND RECOMMENDATIONS

The E.S.L. component of the 1986 Summer PREP Program was well implemented and appears to have achieved most of its objectives. Interviews with program staff members and observations by O.E.A. evaluators indicate that: the E.S.L. component clearly was well organized; students appeared to learn a great deal; staff members were committed and dynamic; the use of themes as educational focal points was well integrated with the E.S.L. teaching agenda; and staff development specialists served as important resource persons.

Some sites appear to target E.S.L. students for recruitment while other sites do not make a special effort. It is recommended that Chapter I E.S.L. coordinators and teachers become more involved with recruitment so that schools with the largest Chapter I E.S.L. populations include the largest number of E.S.L. students in the program. This would also facilitate coordination of services.

Other recommendations are:

1. Beginning efforts to recruit students earlier in the school year.

2. Assigning itinerant bilingual guidance counselors to sites without sufficient numbers of LEP students to warrant an on-site bilingual counselor.

3. Continuing efforts to determine the level of students' proficiency in English on, if not before, the first day of class;

4. Informing sites of their participation in the PREP program earlier in the school year in order to enable staff members to order materials early enough for their timely delivery, and in order to facilitate the scheduling of training sessions by staff development specialists;

5. More actively publicizing the Summer PREP program among parents (This might stimulate greater involvement in the Parent Centers and in other parent-oriented activities, such as Parents' Day. In addition, the itinerant parent counselor might divide her/his time more equally among the sites);

6. Including day-care centers at all the parent centers in order to increase parental involvement;

7. Holding trips in the afternoon so that they do not cut into instructional time. Weekly field trips to neighborhood sites should also be considered; and

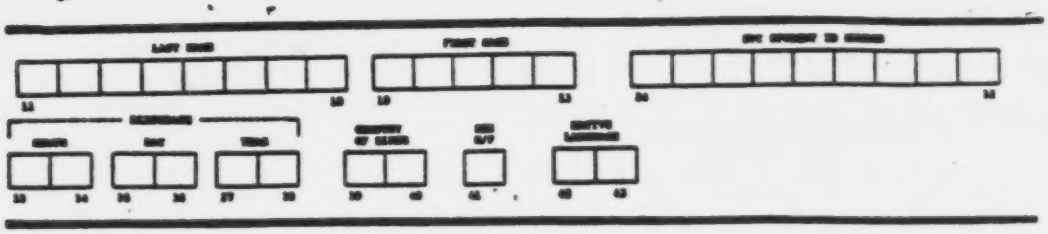
8. Reinstating the four-hour day for teachers so that students can be provided with lunchtime supervision.

# VIII. APPENDIX

Office of Educational Assessment
Bilingual Education Evaluation Unit
110 Livingston Street, Brooklyn, New York 11201

**STUDENT DATA FORM**

School _____



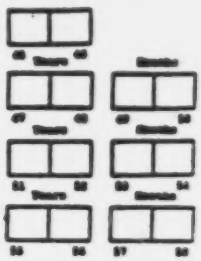
What grade will you be in next fall?

How long have you lived in the United States?

How long did you attend school in the United States?

How long did you attend school outside the United States?

How long have you been in a bilingual or English as a Second Language program in the United States?



How many times have you met with a guidance counselor, either in a group or by yourself, while you were in summer school? (Next to each answer is a number. Write the number to your answer in the box).

0. Never
1. Once
2. Twice
3. Three Times
4. Four times
5. More than four times

Did the guidance counselor speak your native language? (Put a "Y" for Yes or a "N" for No in the box).

Below is a list of things that were part of the summer program. You may have been involved in all of them or some of them. For all the activities in which you have participated, indicate from which activity you feel you learned the most by putting a "1" in the box; from which you learned the second most by putting a "2"; from which you learned the third most by putting a "3", and so on up to 9. Be sure to rate all the activities in which you were involved. If you were not involved in a particular activity, leave the box blank.

- Being able to talk to a counselor about personal matters
- Going on trips
- Math classes
- Learning about job and career requirements
- English as a Second Language classes
- Learning how to use computers
- Finding out about high school offerings and requirements
- Learning about life in the United States and New York City
- Learning about life in other countries